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ABSTRACT

Teachers in the Tucson Early Childhood Education Model (TEEM) are being encouraged to employ "the professional response" in classroom interactions to stimulate pupil thinking. The teacher uses the professional response when she responds to a child in such a way as to invite him to recall previous experiences and to predict in terms of these, to categorize, to think about his response, to become descriptive and specific, and to strengthen the meaning that words and phrases have for him. Teachers and aides are trained to utilize (1) reinforcement, (2) individualization, (3) modeling, and (4) orchestration (identifying skills to evolve out of activity) in harmony with the philosophy and organization of TEEM. Basic to development of the professional response is a teacher's ability to pick up cues from the total classroom environment. The teacher must listen to pupils so that she will keep the environment in tune with their interests and development. Two TEEM checklists for teacher self-evaluation are appended to this theoretical model of the teacher's role in teacher-pupil interactions. Both checklists may help teachers to develop their own style of professional response. (WY)

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THE PROFESSIONAL RESPONSE

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The Professional Response[1]

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> If teaching may be described as decision-making in interaction, then the product of the teacher's decision is the response he makes to the child or group with whom he is interacting (Hughes, 1959).

What Is Teaching?

Over the past decades numerous attempts have been made to identify, define and measure "effective teaching." These efforts have led writers to conclude that teaching is, indeed, a very complex act. Biddle, in his review of attempts to measure teacher effectiveness, concludes that the problem of teacher effectiveness is so complex that no one today, knows what the competent teacher is (1964). Although, as Gage has pointed out, the literature on teacher competence is overwhelming, with bibliographies on the subject becoming almost unmanageable, the results of these studies are most disappointing. Why is so little known about teacher effectiveness? Gage suggests two answers: confusion and the complexity of the problem (1960). Within Barr's historic work on measurement and predication of teacher efficiency there is a somber note of disappointment, but also a cue to what later researchers have emphasized as the heart of the teaching act. After his summary of the disappointing and inconsistent results of twenty years of work, Barr wrote, "Teaching effectiveness may be essentially a relationship between teachers, pupils, and other persons directly concerned with the educational undertaking" (1952). Later researchers have emphasized within their definitions of teaching the interactions which occur in the classroom as teachers interact with children, children interact with children, and both teachers and children interact within the total classroom environment.

Marie Hughes defines teaching as "interaction used in its dictionary sense of mutual or reciprocal action or influence" (1963). Hughes goes

on to describe this classroom interaction:

> Interaction is far from static or simple. On the contrary, it is dynamic and complex. New elements constantly enter the situation. One begets another. The teacher acts, the pupils respond. The children respond to one another, and the teacher, in turn, responds to their interaction. Even an act that ignores the act of another is still a response and has its effect on the situation (1958).

Interaction, as defined by Hughes is the dynamic within which learning takes place. The student's influence attempts are guided by his search for competence, his reach for his own identity, and his defense or protection of himself. The teacher's intent to instruct in such a manner as to change the behavior of the student and the student's response in terms of his own idiosyncratic system form the dynamics within which the interaction in the classroom takes place. This interaction further implies the importance of three factors: (1) the teacher's point of view about the learner and learning; (2) the teacher's view concerning individuality of the learner; and (3) the teacher's understanding of the fact that the child may be eager to accept as well as be resistent to teacher influence attempts. This point of view, as Hughes points out rejects the idea that the learner is passive; a receptacle to be filled; or an object responding mechanically to stimuli that is rewarded or punished (1958).

Supporting the definition of teaching as "interaction" is the AFTA Committee on the Handbook of Research on Teaching. This committee defined teaching as: "a form of interpersonal influence aimed at changing the behavior potential of another person ... the teacher's behavior must gain its influence through being perceived by the learner" (Gage, 1963). Prescott defined "the crux of the educative process" as being what teachers say and do and how they feel when interacting with children in the classroom (Gage, 1963).

The growing body of literature dealing with the study of teacher-pupil interactions has received great impetus from the work of Ned Flanders. The development of his interaction analysis matrix has allowed researchers to study and measure specific verbal interaction which takes place within the classroom. Flander's work has been influenced by numerous researchers who have been involved in attempts to measure interaction factors affecting the behavior of children. Such classic studies as Anderson and Anderson, 1937; Lewin, Lippit and White, 1939; Whithall, 1949; Cogan, 1956; Bales and Strodbeck, 1951; and Zimmerman and Rosethal, 1970; are among the studies which have added knowledge and support to the effort to code systematic classroom observation. All of these efforts, by implication of their work, have recognized the important influence of "interaction" on the development of behavior in children.

Another body of research supporting the importance of interaction variables as crucial to the development of behavior in being developed by ecological researchers such as Barker and Wright (1954), Gump (1964), Kaunin (1962), and Scott (1968). As Gump has stated, "this orientation de-emphasized the teacher's personal qualitites and social relationships and focuses instead on the teacher's ability to develop a learning environment" (Biddle, 1964). These researchers espouse the idea that teacher effectiveness might be significantly increased by scientific attention to the "ecology of learning," that is, attention to the "total learning environment." These researchers would further support the belief that teaching is, indeed a complex act.

Historically, definitions of teaching have ranged from defining teaching as an "art" to defining teaching as a "science." Flanders in his discussion of this range of definition states:

> There are those who say that teaching is an art; and certainly no one can deny that an exceptionally fine lesson has much in common with an artistic performance. Most artists would be

> the first to point out, however, that arduous, lengthy practice and attention to technical skills were prerequisite to a particularly fine performance. This last observation seems inconsistent with the old expression that teachers or artists are born not made. The education and training of a teacher involves a science to the extent that there are logical relationships among what a teacher does, his own understanding of what he does, and his ability to organize these relationships into orderly principles (Biddle, 1964).

As opposed to Barr's more pessimistic conclusion concerning the study of teaching, Flanders goes on to note that today we are closer to a scientific understanding of teaching than ever before. He emphasizes the need to prepare prospective teachers by translating knowledge of individual differences, theories of learning, knowledge of child growth and development, and so forth, into knowledge of "teaching action" and puts much stress on this body of knowledge becoming the heart of the practice teaching experience (Biddle, 1964).

One definition of teaching thus coming out of the literature is that teaching is interaction; interaction of a variety of behaviors on the part of both teacher and child within the classroom. Although one can define teaching, it appears much more difficult to explain what it is. Why has it been so difficult to identify teacher behavior which is significant to establishing a learning climate for the child? The writers suggest that one possible explanation for this lies in the fact that varying theories of learning, varying approaches to the development of young children, and varying theories affecting the basic organization of the classroom and the kind of interaction which takes place between the teacher and the child significantly affect what is judged as "good teaching." Otherwise stated, unless the teacher has clearly in mind what she is going to do and why she is going to do it, it is not possible to judge "good" teacher behavior. The writers would further suggest that what may be good teaching practice within one framework of education for young children may be quite contradictory behavior within another program of

education for young children. The literature suggests few teacher behaviors which might generalize to all programs of education. Perhaps the explanation for this is that there are very few behaviors which can generalize to the great variety of teaching programs now available. If one can accept this hypothesis, it is then clear that it will be most important to identify teacher behavior in terms of a particular program of education and "good" teacher behavior is that which carries out particular teacher goals consistent with the particular philosophy, framework, or program within which that teacher is operating. Hughes has stated, "What was accepted as <u>good</u> teaching would be dependent on the major objectives accepted and the view of how these objectives could best be obtained" (1959).

Hughes goes on to describe teaching as "decision-making in interaction." The product of the teacher's decision, states Hughes, is the response he makes to the child or group with whom he is interacting. The measure, then, of good teaching is the quality of the response the teacher makes to the child or the group with whom he is interacting. (1959).

Teacher behavior within the Tucson Early Childhood Education Model (TEEM) is often referred to as the PROFESSIONAL RESPONSE. This teacher behavior is defined and explained within the context of the TEEM program and recognizes the teaching act as incorporating varieties of interactions within the classroom. The teacher's response to children is based on her understanding of children, the learning process, and her knowledge of the effect of the "total learning environment" on the growth of the child. Within the Tucson Early Childhood Education Model teacher behaviors have been identified which make possible the development of a relevant, purposeful and individualized learning environment for children. These teacher behaviors have been referred to as PROCESS VARIABLES which allow the teacher to develop a learning environment making possible the implementation of educational activity to stimulate child growth in four basic areas: (1) language

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growth, (2) intellectual growth, (3) development of a motivational base for learning, and (4) development of basic skills within the societal arts and skills such as reading, mathematics, and writing. The PROCESS VARIABLES have been identified as (1) reinforcement, (2) individualization, (3) modeling, and (4) orchestration. The interaction of the process variables with the goal areas of the program can be illustrated by use of a matrix as found in Table One:

Table One

The TEEM Program as Defined
by the
Process Variables and Program Goals

	Language Dev.	Intellectual Dev.	Motivation Base	Societal Arts & Skills
Reinforcement	X	X	X	X
Individualization	X	X	X	X
Modeling	X	X	X	X
Orchestration	X	X	X	X

What then is the PROFESSIONAL RESPONSE which will allow the TEEM teacher to provide an interaction with children that provides for and stimulates the growth of young children? "GOOD" teaching within TEEM can, in part, be described as KNOWLEDGEABLE and PURPOSEFUL interaction with children. The TEEM GOAL AREAS provide the base of purpose for the teacher-child interaction. The TEEM PROCESS VARIABLES provide the teacher with KNOWLEDGE of how to interact with the children so that specific instructional purposes may be planned for and implemented. The writers add three more teacher behaviors important to the success of TEEM teachers which are allied with but not identical with the PROCESS VARIABLES. These teacher behaviors include (1) acceptance of children and children's behavior so that children

are accepted for WHAT THEY ARE and not for WHAT THEY ARE SUPPOSE TO BE; (2) the ability to set up and organize a physical environment in which the TEEM program is implemented; and (3) the ability to plan and evaluate child behavior and activity on a daily basis. Two of these teacher abilities, acceptance of children and organizaing the environment, will be discussed by the writers prior to a discussion of the PROCESS VARIABLES so that the philosophy and organization of the TEEM Program may become an inherent understanding of teacher behavior defined as appropriate to this model of education.

Teacher: Arranger of the Environment

The necessity for maintaining an optimum learning environment is not a new idea in educational thinking. Hughes refers to the idea a number of times. In underlying the importance of arranging for the classroom environment, Hughes states:

> The problem for society, particularly the home and the school, is how to so arrange the environment and the adult interaction with children and youth to facilitate their involvement, commitment, and interest in an area of endeavor, so that they will voluntarily and with an investment of their true selves subject themselves to this long period of training (1959).

Evidence in support of the importance of the organization of the environment to the facilitation of learning, on the part of children, was collected by Kowatrakul, (1959). In this study, the effect of subject matter and activity settings on the behavior of children within a classroom setting were measured. Dependent variables included the individual behavior of students when they were within the subject matter and classroom activities. Conclusions from this study demonstrated a number of significant relationships between student behaviors and variations in subject matter activity. The study demonstrated that activity variation can account for the extent to which students apply themselves to assigned work. The study further concluded that activity variation

usually produced more widely discrepent student responses than did variation of subject matter. Finally, the researcher concluded that student responses to areas of classroom event are related more to activity pattern variations that they are to subject matter variation (Biddle, 1964).

Gump gives further support to the importance of arranging an environment for learning within his ecological classroom research. His research, as well as the research of other ecologists, strongly suggests a de-emphasis of the teacher's personal qualities and social relationships and focuses instead on the teacher's abilities to develop a learning environment (Biddle, 1964).

The TEEM Program does not deny the importance of the quality of the human environment, but rather provides for this support of the human environment by specifying a definite organization pattern for the classroom which will promote and enhance quality interactions within the classroom environment.

The role of the teacher is one of arranging and maintaining an environment for human growth and learning. It is the teacher's responsibility to provide an environment in which the desire and challenge to acquire knowledge and skills is furthered, and as Hughes states, "for a few children is awakened" (1959).

Basic to the organization of the TEEM environment is planning for the two fundamental activity periods within TEEM: (1) committee work time and (2) free choice time. During each of these periods of time, the teacher provides activities for children which are planned for the purpose of extending and expanding knowledge and growth of children as defined by the program goals. (Language, intellectual growth, motivational base, and development in the societal arts and skills.) During committee work time, children are organized into small heterogeneous groups. Four or five groups of children work within their own groups at tasks judged appropriate by the teacher. Appropriateness of the task is

determined by (1) past experiences of the children, (2) interest of children, (3) level of development of children, (4) provision for individual differences within the groups of children, and (5) the task's relationship to future learning of the children. Teachers provide "invitations" to these learning settings in both verbal and written form. A committee chairman is responsible for the implementation of the activity unless the teacher has judged the activity more suited to her direct involvement and guidance. The teacher may meet with the committee chairman prior to the committee work time in order to make more explicit the purpose, organization, and implementation of the activities. The teacher may select to work with a particular committee group during the entire committee work time or she may choose to "rove" between groups, assisting and guiding the children in their learning task as the need arises. Within this setting the teacher does not see herself as more than just an imparter of knowledge. Her role is to facilitate learning and to provide for meaningful interaction between the child and the adult, between the child and materials, and between child and child. As children gain in their ability to work independently within their groups, the groups will rotate so that by the end of the day, or a few days, or a week, all of the children will have been involved in all of the committee activities. There is no set amount of time recommended for committee work time as this will depend, in part, on the teacher's ability to develop activities which are of interest and challenging to the children to focus and attend to instructional tasks. A wide variety of materials and methods of operation are necessary resources for the teacher to become a successful manager of this environment.

Free choice time is the second learning activity time within the TEEM Program. The teacher selects both the number and kind of activities to be a part of free choice time based on her knowledge of; (1) past experience of the children, (2) interest of children (3) level of

development of children, and (4) the task's relationship to future learning of the children.

Basic to the implementation of the free choice period is the development of "interest centers" within the classroom. These centers become "behavioral settings" as materials are organized to provide opportunities for the development of knowledge and skills. Art centers, block centers, homemaking centers, science centers, math centers, reading centers, etc. are organized based on the teacher's knowledge of children's growth and development. The children are allowed to select the activity in which they would like to participate. The teacher DOES NOT direct the children into particular centers. Some teacher guidance may be necessary in terms of the number of children who may participate in one center or to set limits for behavior within a center. For example, "Today in the art center, one child may paint at an easle at one time," or "Will those children who are working on the workbench please keep the tool they are using at the workbench center." This kind of direction is more effective when given to the children at the center.

Free choice time DOES NOT open the classroom to children. The teacher will make decisions concerning the number and kind of activities, as she plans for this phase of the instructional program. Free choice time provides HONEST choices for children based on the children's need and interest. The child thus becomes a consumer rather then a victim of his environment.

The teacher, then, must become a careful observer of children in order to be able to provide "relevant" activities for the children. Observation of the children during this period of time will further give the teacher information about the amount and kind of transfer of learning which may be taking place. For instance, does the child occasionally select reading as a free choice activity or is his choice of activity consistently play at the block center? Does the child transfer mathematical knowledge to a building task or is the child, at this stage of

development, not capable of transferring this knowledge to another setting? Underwood and Grimmet (1970) point out, after their systematic observation of child behavior during free choice time within selected TEEM classrooms, "That the offer of a classroom menu of choices does not guarantee that children will select in accordance with their educational needs." The teacher, then, must be an active participant in this learning setting. She provides guidance for the participation of children in some activities; she reinforces and encourages children in their selection of certain activities; and perhaps most important, she observes what kinds of skills and knowledge are being used by children during the free choice setting. This knowledge will give the teacher cues to the level of operation of the children and their ability to transfer knowledge and skill to other behavioral settings.

The teacher, then, is a manager of the environment, selecting, organizaing, implementating and evaluating educational activity which takes place within committee work time and free choice time. The teacher facilitates learning as she selects activities which are relevant to the children based on their interests and their level of development. The teacher observes children so that there is established a feedback system between the teacher and the child, which provides knowledge upon which the teacher makes her selections for organization of the learning environment. Whether the teacher is working with five year olds or eight year olds, the basic organization of the environment remains the same. The CONTENT of that environment will vary in order to provide for the extension and expansion of skill and knowledge. As children become more sophisticated in their knowledge and skill there will be an increasing amount of individualized instruction both within committee work time and free choice time. This will not rule out heterogeneous grouping, but it will be added as a demension of the environment to promote individual growth and development.

Teacher Interaction: Acceptance

One aspect of the professional response in TEEM is the acceptance of a child - his uniqueness, his limitations, his great potential, his cultural origins, what he is and what he can become. Good teaching requires that the human environment be accepting of each child; that in some way it communicate to him that he is important (Hughes, 1959).

If children are to develop positive self concepts - to have a good feeling about themselves and to feel that school is a good place to be, they must be received favorably by teachers and peers. The human environment is a most crucial factor as its interaction acts as a mirror reflecting back to the child acceptance or nonacceptance - worthiness or unworthiness. The most crucial aspects for adults are the philosophies upon which they operate - the constellation of values that trigger their interactions with the child. It becomes increasingly important, then, that children be associated with teachers whose value constellations trigger acceptance of the child (Rasey, 1956).

Individuals operating with a Professional Response are those who might be described as being truly democratic. Maslow's description of democratic people states:

> These people have all the obvious or superficial democratic characteristics. They can be and are friendly with anyone of suitable character regardless of class, education, political belief, race or color. As a matter of fact, it often seems as if they are not aware of these differences which are for the average person so obvious and so important. They have not only this obvious quality but their democratic feeling goes deeper as well. For instance they find it possible to learn from anybody who has something to teach them ... (1950).

Hughes in describing the role of the teacher, writes:

> ... In his role of teacher of children, he is the guardian of democratic values. Foremost among these values is respect for the individual. This

> means that the teacher must act without personal prejudice in relationship to all races, religions ethnic and socio economic groups. Fairness in the treatment of children, regardless of the "power" position held in the community by the parents, is basic to the maintenance of integrety in classroom relations. The top prizes of a school, such as the lead in the school play, the designation of valedictorian and salutatorian, the appointment of office helpers and ushers for assemblies, all call for a teacher who has genuine respect for human beings with a commitment to democratic values (1961).

A teacher's lack of a democratic value system - a lack of acceptance, may be illustrated by this story of a young, middle class midwestern girl of white ancestry who accepted as her first teaching assignment a position in a predominantly Spanish American community. After several weeks, one of the students, describing her relationship with the teacher, said, "She doesn't like me." When asked why, the child said, "Every time she touches me she shivers inside."

Acceptance of a child means acceptance of his language, his family, his culture. TEEM is a process curriculum centered in the child's environment which provides opportunity for the study and acceptance of this environment through an experience-oriented curriculum. Whether the child is engaged in a committee activity or free choice activity, materials and activity content are based on experience which are directly related to the child's everyday encounters with his home and neighborhood environment. The child's "natural" environment, therefore, is brought into the classroom. These experiences are <u>accepted</u> and <u>used</u> as a natural base of learning activity. The accepting adult can, therefore, assist the child to be comfortable and conversant with the main stream language and culture without causing the child to reject his own language, family, and culture. The child's own language, family, and culture are central to the entire educational process. One of the evils of a more traditionally oriented curriculum was the rejection of a child's origins, thus causing conflict within him.

The teacher's ability to accept a child and his individuality is shown in his ability to arrange an environment that is accepting of each child. The environment should be challenging, yet give the most and least able success so that a child may achieve, in some degree, that of which he is potentially capable. This enables the child to maintain his own integrety.

A child's mistakes need to be accepted without too much ado. When the penalty becomes too great, the child becomes afraid to pay the price unless he is very sure of himself. When mistakes are accepted as a legitimate accompaniment of learning, children are freed to try. In the same manner the asking of questions, the questioning of a solution, the bringing in of materials, the expression of personal feelings are all made legitimate by the teacher's response (Hughes, 1961).

Marie Hughes, in her writing concerning the specific professional response of the truly "accepting" teacher summarizes her thinking as follows:

> If the child is to become a man who is "open to his experience," a man who can encompass much of reality, then as a child he must relate positively to more people, things, and situations. The teacher's response to him must be such that he wants to re-enter the situation. When failure is more or less continuous, one reduces his level of aspiration and often times withdraws from the situation. Therefore, the teacher's response must include:
>
> > requiring from the child only that which he is capable of doing;
> >
> > opening new possibilities to him without coercion;
> >
> > interpreting to him the data in the situation of which he is aware.
>
> If the child is to become a man who has positive feelings toward himself and cherishes uniqueness in others, then the teacher's response to him must respect his own individuality. Such responses may include:

giving the child some choice in what he is doing; for example, what he writes about, what he reads, the picture he paints;

expressing a belief in the child as a person;

listening to him;

accepting most of his ideas;

helping him gain competence in the things he cherishes.

If the child is to grow into a man who posses highly developed communicative skills, he must have opportunity to talk and to listen to others. The teacher's responses must include:

seeking for his opinion and experience;

giving him an opportunity to use a variety of media of communication;

giving him a model of standard language usage;

providing him with a variety of books and other reading materials;

seeking to further his purposes in reading;

giving him opportunity to compare his reading with his new experience, to draw inferences and generalizations from his reading;

seeking the child's own idiomatic response in writing and other media of expression.

If the child is to grow into a man who acts with an attitude of social responsibility the teacher's responses must include:

setting of limits with him and for him;

clarifying standards with public criteria;

structuring the situation with clarity;

reprimanding with public criteria;

giving the child responsibility for others;

evaluating with discrimination (1959).

Within TEEM, acceptance of the child, as described above, is BASIC to implementation of an educational setting which provides for and stimulates maximum growth and development of children.

Teacher Interaction: Reinforcement

In interaction with an adult, the child receives reinforcement or discouragement for his behavior. Numerous studies of human behavior have show that rewards and punishment influence the frequency and quality of behavior. How the teacher responds to a child, acts as a reward or punishment whether he is aware of it or not. These studies of behavior further show that rewards are more efficacious than punishment (Lee and Lee, 1940). Consequences which reward behavior are said to reinforce and will cause a repetition of the behavior.

The teacher is constantly giving cues for behavior as she attends to desirable behavior or close approximations of desirable behavior. This attention of the adult can be an extremely reinforcing stimulus. In TEEM, reinforcement is used generously. It is social and often, though not always, verbal. It is discriminating and specific to the desired behavior. The reinforcing teacher is articulate and defines for the child what he has done that merits approval. For example, the teacher may verbally reply to the behavior of a child, "I like the many illustrations and stories you used in your talk." The TEEM teacher therefore, is conscious of her attention to the child so that her professional response to the child is specifically reinforcing of desired behavior.

Reinforcement should be specific, sincere, discriminate, frequent, and directed toward the behavior rather than toward the child as a person. Some specific reinforcement techniques which have been effective with children in TEEM are:

1. Touching a child in a reassuring, supportive manner appropriate to his age and social expectations.

2. Specific verbal praise for a specific act.
3. Attention to the child - listening closely to the child and allowing him to talk - moving or leaning toward a child - listening to the child read.
4. Putting into effect what the child suggests; encouraging others to do the same as he does; using the child as a model for the other children.
5. Displaying the child's work.
6. Clarifying or extending a child's remarks. e.g. "Yes, shots keep you well and you don't get sick as often."
7. Say something comforting: If a child says, "My Daddy is out of work again." the teacher might respond, "Maybe there will be more work soon. I hope so."
8. Using eye contact and facial clues;
    a. Exchange a knowing glance with a child
    b. Smile
    c. Praise the child and sweep the group with you eye to enlarge the aura of approval for the child.
9. Deflect questions: Say ... "What do you think, John?" when another child asks a question. This implies you need John's help, shows you have valued help he has given in the past, and turn to him for help now.
10. Recall a point. Say, "As John said earlier ... " and then restate what John said to you at an earlier time. This is concidered extremely reinforcing as John realizes you have accepted his idea so totally that you have made it your own.
11. Time the praise or reinforcement so that it closely follows the behavior you wish to reinforce. With more sophisticated children or older children <u>delayed</u> praise is very reinforcing because it shows the praise is not just an automatic "thank you" but that you really were impressed and remembered what he did or said.
12. Ask questions which give the child encouragement or opportunity to continue his exploratory behavior.
13. Accept what the child says. This reinforces his efforts to communicate. Do the modeling of correct usage at a much different (later) time.

These are illustrative of the many ways an adult can interact in a reinforcing way with children. Specific reinforcement as discussed above requires a consistent interaction with individual children. This is why TEEM stesses the importance of a great amount of small group and one-to-one activity. This organization gives the adults, greater opportunity to reinforce appropriate behaviors. This also explains the role of the teacher as an arranger of environment. In this role, the teacher provides an organization which allows and stimulates successful interaction on the part of the child, with the total learning environment.

The things present in the environment should be reinforcing to children. The school environment should provide a wide range of materials from which studnets can select experiences that interest and challenge them - experiences which will promote growth toward the more difficult and complex and at the same time give success to each individual. Psychologists tell us that if children have success in one area it will improve their success in unrelated areas (Rasey, 1956). Thus the environment provides for a generating of successful learning in all areas of educational activity.

The human and physical environment should provide an inviting climate to illicit desirable behaviors in the four goal areas of the program: language competence, the societal arts and skills, motivation base, and intellectual development. The centers of interest should provide many desirable behavioral options for children. The total environment, therefore, reinforces and brings the child back to school. The following anecdote illustrates how a school environment can reinforce and bring a boy back to school. A first grade boy who had a teacher who interacted with children in an outstanding fashion, came home for lunch. A house guest asked, "Bobby, how do you like school?" Bobby replied with this learned social response, "I hate school." Bobby's next sentence, however, indicated his true feelings

on the subject. He said, "Mom, let's hurry and have lunch so I can get back to school." A consistently reinforcing learning setting, therefore, tends to invite the learner back to the classroom.

The adult interaction with the child, in a rich stimulating environment gives reinforcement for his behavior. The attention given by the teacher is a highly reinforcing stimulus. TEEM encourages generous use of social approval within the total classroom environment to reinforce desired behaviors.

Teacher Interaction: Individualization

The theme of individual differences runs through all of modern psychology and education. The more recent concern for the "disadvantaged" or "deprived" child has offered a wealth of new research, study and development, in an attempt to meet the educational needs of youngsters who meet with an almost unbelievable variety of achievement levels within a classroom setting. Figures such as those revealed by Siedman (1948) indicate that in most classrooms, beginning with the first grade, the teacher must expect at least a three year grade level span of ability. These studies further validate the fact that as children move up in grade level within the elementary school there will be an increasing span of variability among children's achievement so that a six to eight year range of ability will be a normal circumstance. Teachers have long recognized this expected variability of children's achievement level with mixed feelings of frustration and helplessness. Traditional textbook material has not provided the teacher with much help in this situation. Traditionally, textbooks have aimed at the mean in establishing norms for the content and success levels of their materials. Textbooks have not been able to provide for the great range of ability in the classroom. Further, textbooks are unable to provide for the great variability of social backgrounds of children which have a direct affect on the meaningfulness, interest, and relevance of the materials to the child's learning. As is recognized with the TEEM

program, unless learning is meaningful to the learner, motivation for learning is seriously challenged. As Jensen points out in his discussion of readiness, many children "tune out" on learning because they have been very consistently negatively reinforced within a learning setting; a setting which has not been adjusted to meet the level of development of individual children (1969).

Teaching is interaction; interaction with children so that individual differences of children are RECOGNIZED and PROVIDED FOR. Part of the interaction which takes place between the teacher and the learner builds a relationship between them which allows learning to take place. In Hughes' discussion of this aspect of the teacher-learner interaction she states:

> These responses are aspects of the teacher-learner interaction that build a more personal emotional tie between the two. They express emphathy and concern. They accept feeling. They interpret reality, but relate it to individual meaning. They re-emphasize for the child that he counts as a person (1959).

This respect for the individual child is demonstrated in the acceptance and elaboration of the child's ideas. It is demonstrated so that he may get somethings he desires. It is demonstrated on occasions of emphathy with him. It is demonstrated in the maintenance of a classroom that prevents the use of threat, sarcasm and ridicule. This "climate for learning" is established as the teacher genuinely recognizes that children will differ when they come into the educational environment; that children bring to school different sets of attitudes and different sets of skills, that children must begin from where they are in order to be brought into the educational process.

Successful individualization of instruction within the TEEM Program involves concern for the TOTAL learning environment. In order to organize and work within the total classroom environment the teacher is knowledgeable of (1) past experiences of the children; (2) interests of the children; and (3) the level of operation of each child. Working with this

base of knowledge the teacher provides a variety of behavioral options for the children both within committee work time and within free choice time. These behavioral options are based on knowledge of individual children so that the range of individual needs are provided for. The teacher organizes interest centers within the classroom which are directly related to the interests of the children AND provide for a VARIETY OF SKILLS AND ABILITIES. The teacher organizes committee work which is related to the interests of the children AND provides for a VARIETY OF SKILLS AND ABILITIES. Success expectation levels for each activity, therefore, must account for a range of ability. It will be expected the children WILL SUCCEED, but at varying levels of accomplishment. In working with measurement concepts during a committee activity, one child grasped and learned the conept that materials weigh different amounts and that one can compare materials by their weight. Another child accurately recorded and compared the weights of several different materials. A third child graphed his comparisons. The invitation to this activity read, "How may weight be used to compare these materials?" A scale, pencils, plain white paper and graph paper were provided for the children in addition to ten objects, each weighing a different amount. This activity provided an "open ended experience" for the children in which varying rates of development could be accounted for. Within a writing activity children were invited to "Write a story titled TODAY AS I WAS COMING TO SCHOOL." One child dictated his story to the teacher assistant. Another child sought out a dictionary to find the words he could not spell. One child wrote a poem. Another child used a "rebus spelling" occasionally adding a picture in place of a word. Again, this activity provided for a range of abilities and each child's work was accepted by the teacher.

Organization of free choice time allows for self selection within an environment which, again, provides for a range of success levels. In addition to this, the wide variety of materials provided for behavioral settings and the degree of choice making provided by the environment is

seen by the child as "for real." It permits the child to function as a judge, weighing alternatives to action, and as a decision maker.

Individualization of instruction within TEEM also requires the teacher to be a listener and recorder of children's behavior allowing the teacher to build an environment based on behavioral cues from the children. The teacher is then, and only then, able to make a PROFESSIONAL RESPONSE to individual children in order to expand and extend the learning of children. The interaction pattern of the teacher is most important to her ability to pick up cues from the children. Hughes emphasizes the importance of the RESPONSIVENESS of the teacher so that she may be conscious of and build on "the data the child places in the situation." The child makes a reply or a remark and the teacher elaborates or inquires further about his statement. The inquiry, however, states Hughes must be within the experience of the child, that is, it asks his opinion, reaction or what he did, in a consultative, nonthreatening manner. The response of the teacher, then, may be one that elaborates and adds a factor not mentioned by the child (1959). The teacher, thus encourages the response of the child, gets response from the child, and can then build on that response.

Both children and adults can be involved in record keeping. For example, children can record their choice of activity during free choice time on a chart which lists the activity choice on the left hand side of the chart and the children's names along the top of the chart. The teacher thus has a day to day record of children's choices and can make a professional response to children's choices. Recording of children's language during an activity, children's writing, library record cards, etc. are only a few examples of a variety of ways records of individual children's progress may be kept. Data from these records then, become the main source for the future planning of activities.

Within TEEM, in order to carry out the process of individualization, the teacher must provide a learning environment which: (1) accepts a wide range of difference among children; (2) provides a broader range

and amount of materials with which children interact; (3) allows for self selection on the part of the child; (4) provides a variety of invitations for learning; and (5) provides for a wider range of interactions within the classroom.

The professional response of the teacher incorporates careful observation, planning and evaluation so that individualization can, in fact take place. Verbal physical response to the child indicates to the child,"You count. You count as an individual." Theprofessional response of the teacher indicates to the child, "You can succeed. You have succeeded. You can expect to succeed." The professional respone of the teacher indicates to the child, "You don't have to be a carbon copy of other children. I like you the way you are. You are a very important person." Within this setting, the child experiences renewed energy for learning and living for their own sake, enabling the child to function as a maker who controls his environment.

Teacher Interaction: Modeling

Inherent in the PROFESSIONAL RESPONSE of the TEEM teacher, is the knowledge that both her verbal and physical interactions with children provide an important model for children from which learning may be initiated, expanded, and/or extended. The significant effect of modeling on the behavior of children has been substantiated by numerous researchers (Gage, 1963). It has been further substantiated that a warm, supportive relationship between the adult model and the child enhances learning, on the part of the child. (Bandura and Houston (1961), Sears and Dowley (1963), Rosenblith (1959)). Bandura and Walters (1963) discuss the finding that both the rate and the level of learning may vary as a function of the mode of the model presentation since "an actual performance is apt to provide substantially more relevant cues with greater clarity than are conveyed by a verbal description."

From this body of literature, one is able to identify several steps in the process of developing modeling as an effective teaching procedure to

be used in the classroom: (1) establishing a supportive relationship with the child; (2) determining, on the part of the teacher, what is to be modeled, (3) modeling the behavior in interaction with the child; and (4) reinforcing the child's behavior as it occurs.

How does the teacher respond so that a supportive relationship is developed between herself and the child? Acceptance of the child is fundamental to the development of this relationship. Acceptance of the child's ideas; acceptance of the child's likes and dislikes; and consistent support of his attempts to discover and find out. This kind of acceptance does not imply a false relationship with the child; quite the contrary. The teacher is honest and therefore discriminating of her responses to the child; sometimes accepting behavior and language in its entirety; sometimes building on a child's response so that the child can detect for himself additional information which may influence his response. The following example was recorded while a teacher was taking dictation from children:

> David: "David doesn't like it!"
> Teacher: "Alright, why don't you like it, David?"
> David: "Too sweet."
> Teacher: "Some people have different tastes.

This teacher was not disturbed by discovering that David did not like what she was expecting him to like, and she was able to accept this without making any effort to persuade the child that he ought to like it. She accepted his response as a sincere and legitimate expression (Hobson, 1970). Consistently building on the ideas of children, valuing the ideas of children, and USING the ideas of children will further build a support relationship which increases the ability of the teacher to become a strong reinforcing agent for the child and thus a potent model for the child.

The process variable of modeling is recognized as ONE among many ways of inducing and expanding learning for children. The TEEM teacher,

therefore consciously discriminates throughout the school day those interactions with children in which modeling may be effective as a teaching tool. The TEEM teacher is extremely conscious of the power of her model in developing knowledge and skill in all four of the PROGRAM GOAL areas. The TEEM teacher is accepting of all children's language. At the same time she is consistently interacting with the children in order to model language for children. The teacher thus serves as a mediator of experience, using language as a chief means of mediation. The TEEM teacher models intellectual skills as she uses skills in her interactions in the classroom. The teachers use of recall, discrimination, expansion of ideas, use of alternatives, etc., when put into a live situation will be helpful to the child in seeking out a variety of ways to order and organize the stimuli within his environment. The TEEM teacher models a desire to learn new information as she models such things as enthusiasm for learning, persistence in seeking answers or learning new tasks, expectation of success, and willingness to change her behavior because of new knowledge she has available to her. The large goal area of the societal arts and skills has inherent within it many opportunities for teacher modeling techniques. Such teacher behaviors as the USE of reading, writing and mathematics skills in a variety of contexts are important to the development of both motivation and skill development.

A teacher models when she records something a child has said and then reads it back to him. A teacher is modeling as she reads a story to children, receives dictation at a typewriter, notices letters on blocks, engages in varieties of game activities, observes symbols on a juice can, reads aloud directions for an activity, etc.. The teacher models most consistently in an active environment -- an environment which provides much interaction between the adult and the child, interaction between the adult and the total learning environment.

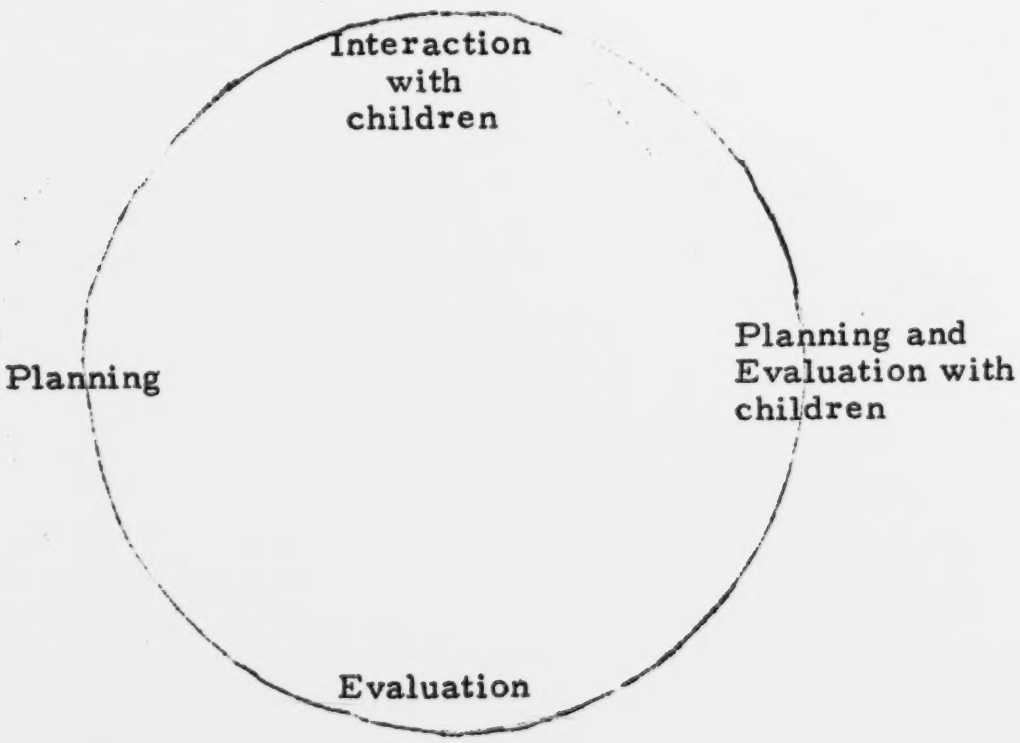
The utilization of two or more adults in the classroom, working with small groups of children maximizes opportunities to model and reinforce

learning. The utilization of heterogeneous grouping in classes further maximizes the modeling process as peers model for peers.

Within the TEEM Program, then, there is a demand on the teacher to model consciously for children. This modeling is carried out with children both on a one-to-one basis and within small groups of children. "Telling behavior," on the part of the teacher is greatly reduced. The TEEM teacher feels much less need to have children repeat after her. The TEEM teacher feels much less need to correct the child. The TEEM teacher recognizes herself as an important resource for the child; a resource who supports, models and reinforces children's behavior in a conscious, specific way so that learning is enhanced.

Teacher Interaction: Planning and Evaluation

Planning and Evaluation are part of a continuous process or educational cycle. The professional teacher utilizes these as integral parts of the whole process of education.



Each part is essential to the completeness and ultimate success of the process. As the diagram may suggest planning and evaluation is done at two levels: (1) the adult planning level and (2) the child planning level. Each of these levels of planning is dependent upon the other. Adults plan and evaluate among themselves for classroom activities that achieve the four goal areas of TEEM. They also provide meaningful and significant experiences for planning and evaluation in the interaction process with children. Both levels of planning and evaluation are essential and important in the professional response of adults in the teacher role.

Professional Planning is dependent upon a teachers knowledge of individual children which comes from the interaction process and from informal and formal evaluations. A teacher's sensitivity to the child and his state of being is crucial to evaluation or planning. The teacher, aware of the needs and state of the learner, can plan behavior options for the child which will help him gain greater knowledge and skill (move in the direction of maturity and complexity) and also provide the successes necessary for him to feel secure and good about himself and school. Planning can provide for varying levels of success. It can provide for the lifting of children to another level of success.

"Orchestration" of the four program goal areas is a basic concern within the TEEM planning process. As the teacher and teacher aide plan activities for the school day, they may address themselves to the following questions in order to account for "orchestration" of program goals within their planned activities:

1. What language may be used and/or developed out of this activity?
2. What intellectual skills may be used and/or developed out of this activity?
3. What societal skill or skills will be extended by participation in this activity?

4. Does the activity have built into it a level of success for EACH child? Is the activity related to real-life experiences of the child so that he is "invited" to participate in the activity?

Outcomes of the teacher's planning depend upon the values a teacher has about individualization, reinforcement, modeling, orchestration, etc.. The professional response of a teacher involved in planning and evaluating in TEEM is centered on children. It focuses attention on (1) children's interactions with children (2) children's interactions with adults, and (3) children's interactions with materials. It also helps teachers to become aware of their role as they interact with children and materials. Planning and evaluation in the interaction process with children is essential in TEEM. Independence of thought and action can not be achieved by having students subjected only to adult planning and evaluation. Children's active involvement in the process of planning, doing and evaluation is a basic "process" within the "process curriculum." The process can not be separated from the product. This process maintains the relevance of the total learning environment and provides a base of knowledge which allows REAL individualization of instruction. This process further maintains an "integrity" in the classroom. That is, this planning process gives students a sense of control over his environment. The classroom and school truly become the student's when a democratic climate of working, evaluating and planning exists between adults and children.

The program assistant, teacher and teacher assistant are an educational team responsible for the educational welfare of the children with whom they work. Occasionally, all three have the privilege of evaluating and planning together, however the daily obligation for evaluation and planning is the responsibility of the teacher AND teacher assistant as they work together in a classroom. The evaluation and planning time affords opportunity for the classroom instructional team to focus in on individual children's progress and level of development.

Again the four program goal areas (language development, intellectual skills, societal arts and skills, and motivation base) are a base for focusing discussion of the behavior of children as observed during the school day and for discussion of future activity development. Records of children's behavior are also developed during this planning time and may be used as another resource for classroom planning.

Basic to all classroom planning is the ability of the adults to "pick up cues" from the children. The teacher must be a listener of children so that the total classroom environment may be consistently relevant to the development and interest of children.

The attached TEEM check lists for Self Evaluation - Planning and Evaluation may be guides in helping teachers with their own professional responses as they engage in these activities.

Self Evaluation Form - Planning

(Please check the appropriate column after each statement)

	YES	NO
1. Used "cues" from children in selecting activity.		
2. Used "cues" from children in organizing environment for learning.		
3. Planned activity which accounted for a range of abilities within the group of children.		
4. Major purpose of activity was selected before activity was implemented.		
5. Orchestration of program goals was considered before activity was implemented.		
6. Expansion of language was considered before implementing the activity.		
7. An appropriate "invitation for learning" was prepared before activity was implemented.		
8. Materials for activity were selected based on children's level of understanding.		
9. Activity was based on experience background of children.		
10. Activity was based on "relevant," "reinforcing" experience for children.		

Self Evaluation Form - Evaluation

(Please check the appropriate column after each statement)

	YES	NO
1. Purpose of activity was appropriate for the children.		
2. Orchestration of program goals was evident.		
3. Expansion of language was modeled by teacher.		
4. Activity accounted for a range of abilities within the group.		
5. All children in the group remained involved in the activity.		
6. Teacher was able to reinforce behavior of children.		
7. Children interacted with each other during activity.		
8. "Cues" from children provided for the extension of the activity.		
9. Activity provided for the generalization of past learning.		
10. Activity provided for the generalization of new learning.		

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Footnotes

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